DOCUMENT RESUME

ED 440 460 EA 030 375

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TITLE Escaping from the Service Delivery Model in Educational Leadership Preparation: Focusing Instruction on Performance.
PUB DATE 1999-10-00
NOTE 47p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 28-31, 1999). Some pages may not reproduce well.
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrator Education; *Competency Based Education; *Educational Change; Higher Education; Leadership Training; Masters Programs; Performance Based Assessment; *Principals; *Professional Education; State Universities
IDENTIFIERS Florida; *Florida State University

ABSTRACT

This paper describes the development of the program in Educational Leadership/Administration at Florida State University (FSU). It outlines the importance of leadership skills for aspiring administrators and emphasizes the belief that the knowledge, skills, and attitudes required for leadership in today's schools formally begin upon entry into a master's degree program and extends through programs of study, district-level training, on-the-job experiences, and advanced-degree programs. The program at FSU is a competency-based program that involves six major facets, such as the alignment of curriculum to ensure coverage of essential skills, knowledge, attitudes, and abilities; the opportunity for continual learning experiences; and the implementation of a portfolio. The article describes the preparation in reforming the leadership program and how the program goals were cross-referenced to the competencies of the Florida Educational Leadership Examination and the Florida Principal Competencies. It outlines a model that was followed in revising the program and gives details on the alignment of the curriculum, the master's degree program, performance portfolios, competency-based assessment, and various components of a leadership-development plan. An appendix lists the alignment of course indicators, Florida Educational Leadership Competencies, Florida Principal Competencies, and field experiences. (RJM)

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Escaping from the Service Delivery Model in Educational Leadership Preparation: Focusing Instruction on Performance

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Annual Convention of the University Council for Educational Administration
Minneapolis, Minnesota
October, 1999

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Master's Degree Redesign Project

Mission: The mission of the educational leadership/administration program is to develop and enhance dynamic, high-performing leadership for the renewal and improvement of schools and school systems. Our program is designed to help those in leadership roles to provide effective leadership for teaching and learning. Our program philosophy is informed by democratic values, including respect for individual rights and responsibilities, participatory and public decision making, pluralism, accountability and organizational integrity.

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Introduction

Today's educational environment is characterized by accelerating change, complexity, confusion, and conflict (Maurice, 1997). The era of the charismatic leader who could solve all of the existing problems in education has dissipated. The previous era was dedicated to control, consistency, and predictability of the educational process whereas current authors are calling for partnerships, empowerment, stewardship, teamwork, and service to address the needs of a diverse population in a global marketplace exploding with knowledge (Block, 1993). Leadership is required at all levels of the educational community to build an educational system designed to serve diverse purposes. Every educator must be prepared to assume responsibilities for leading and contributing to the design of a more complex model of educational opportunities to reach wider ranges of a diverse population (Maurice, 1997).

Moving into the new millennium requires change in the way leaders are prepared to assume the complex role of leading and managing schools. The changing role of the school leader has been well-documented in the literature (Murphy, 1990). As a result, the pre-service preparation of school leaders must change to accommodate the needs of school districts that employ educational leadership graduates. Given these changes and the critical role of leadership to educational reform, the development of effective school leaders requires a renewed effort. The hue and cry from business leaders, the concerns expressed by the public, the increased complexity of school leadership positions, and the changing role of leadership spurred the faculty at Florida State University to reconsider its programs to develop educational leaders.

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The program in Educational Leadership/Administration at Florida State University moved to a competency-based approach in the development of future leaders through the offering of continual learning opportunities to graduates and practitioners in educational leadership. The program at Florida State University, along with other educational leadership programs in Florida such as the Human Resources Management Development Guidelines, follows a prescribed set of courses that meet Florida State Board of Education Rules and Regulations for certification at Level I in the area of Educational Leadership. Level I certification in Florida prepares a graduate to seek employment in entry-level administrative positions at the district and school levels. Preparation for Level II certification begins after graduating from the university program and after having been employed as an administrator with a school district.

From an analysis of the literature in educational leadership, it is evident that the role of school leader is complex and requires extensive education and development experiences to achieve effectiveness. Therefore, the faculty at Florida State University views the acquisition of the leadership competency domains as a continuum that begins informally as an individual acquires experiences in working with people and formally begins with admission into a master's degree program in educational leadership or enrollment in the modified program leading to an Educational Leadership degree or Level I certification in the state of Florida. A graduate with Level I certification is eligible in Florida's public schools to apply for administrative positions as assistant principal and district-level administrative positions. The completion of the master's degree in modified program is further extended by the Human Resource Management Development (HRMD Guidelines, 1994) programs offered in each of the 67 school districts in Florida to obtain School Principal or Level II certification. The Level II, School Principal, certification is granted only after an extensive on-the-job training program in which the candidate exhibits the ability to perform duties of the principalship and the 19 competencies determined by the state of Florida as essential to success in the position. Only candidates possessing Level II, School Principal, certification are eligible to hold school principal positions in the state.

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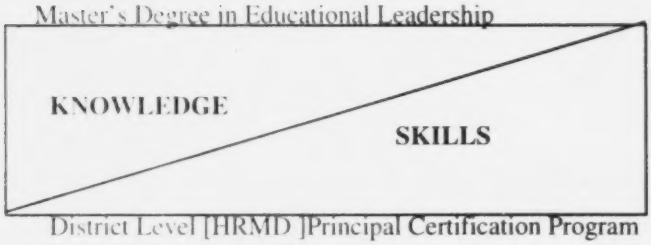
In 1986, the state of Florida initiated The Human Resources Management Development Guidelines for Florida's Schools (1994). The Guidelines emphasized the acquisition of knowledge for Level I certification in Educational Leadership and the acquisition of skills for the Level II certification for School Principal. The state has developed a partnership between universities and colleges and school districts in the preparation of school leaders in Florida's schools (Cox, 1998). A major requirement for Level I certification includes acquiring a knowledge base in eight core areas in educational leadership at the graduate level. Level II certification, required for qualifying for school principal positions, is designed and implemented by each of the sixty-seven school districts in Florida. The requirements for the Level II certification include the documentation of (1) the 19 principal competencies and (2) comprehensive duties of the principalship HRMD Guidelines (1999). The referenced guidelines depict the relationship between knowledge and skills at the graduate and district levels as follows:



To enhance the continuum of learning, Florida State University offers an academy for practicing administrators and graduates in educational leadership. In addition to the master's degree in educational leadership, the university currently offers an Educational Specialist degree program, a Doctor of Philosophy of education, and a Doctor of Education in educational

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leadership. It is the expressed view of the faculty that the knowledge, skills, and attitudes required for leadership in today's schools formally begins upon entry into a master's degree program and extends through the programs of study, district level training, on-the-job experiences, and advanced degree programs.

Given the explosion of knowledge, the changes in society, and the complex problems facing schools, many demands are placed on the knowledge, skills, attitudes, and abilities of school leaders. The program of Educational Leadership at Florida State University offers a competency-based approach to develop educational leaders for the future. The competency-based approach involved six major facets:

1. A shift from independent courses required for certification to a coordinated program of studies with identified knowledge, skills, attitudes and abilities required of leaders for schools in the new millennium.

2. The alignment of curriculum to insure coverage of the essential skills, knowledge, attitudes and abilities throughout the degree programs offered in the department.

3. An assessment of knowledge and skills using a competency-based assessment questionnaire at the entry level, with periodic assessments throughout the program, and concluding with a performance-based assessment of knowledge and skills through simulation demonstrations at the conclusion of the program.

4. The design of a leadership development plan, in collaboration with a major professor, based on the initial assessment of knowledge, skills and the individual student's background in educational leadership.

5. The implementation of a portfolio in hard copy, and eventually electronically which will be extended at the end of the program, that documents one's personal best, knowledge, and competency in key domains.

6. An opportunity for continual learning experiences in a Leadership Academy after completing the master's degree or modified program in educational leadership.

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As a result of these facets, the faculty in the department of educational leadership/administration has developed the following components for the redesign of the master's degree program in educational leadership/administration.

- A conceptual framework and model
- An aligned curriculum
- A performance portfolio that includes a competency-based assessment and a leadership development plan

Each component is explained in detail in the pages that follow.

A Conceptual Framework

As an initial step toward program revision, the faculty undertook an analysis of the knowledge and skills required to be an effective leader in today's schools. As a result, a framework was developed that serves the following purposes:

- a basis for graduate students to analyze their own knowledge and skills,
- a guide for consulting between the professor and the student in individualizing each student's program of study,
- a framework upon which to align courses, redesign courses or add courses, and
- a tool for accountability for students and faculty.

To initiate the conceptual framework, a review of the literature was conducted. In addition to current writings and empirical studies, special attention was paid to the work involving professional organizations of practitioners such as the National Policy Board on Educational Administration and the National Association of Secondary School Principals. In

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addition the work done in the states of Florida, Kentucky, and Minnesota were used along with the National Council Association for Teacher Education. Members of the faculty reviewed the compiled domains and key behaviors and added other indicators of knowledge, skills and competencies needed for effective leadership. As a result, eight domains were identified and defined with a total of 184 behavioral indicators. The domains and indicators were cross-referenced to the competencies of the Florida Educational Leadership Examination and the Florida Principal Competencies. The eight domains and their definitions follow:

- **Transformational Leadership:** the ability to enhance student achievement by guiding the faculty through the development of a vision and the restructuring of the school to meet the vision of the school.
- **Site Based Decision Making:** the ability to involve the school community in decisions affecting the students, staff, parents and community.
- **Curriculum, Instruction and Student Assessment:** the ability to lead the planning, the implementation of instruction, and the assessment that results in opportunities for all students to learn.
- **Human Resource Management:** the ability to select, develop, motivate, and evaluate personnel for the benefit of student performance.
- **Technology:** the knowledge and ability to integrate electronic information devices for the efficiency of school operations and for the effectiveness of instruction.
- **Parent and Community Involvement:** the ability to involve parents and the community in a meaningful way in the education of students.
- **Student Development Services:** the knowledge and ability to understand and provide for the needs of each student.
- **Political and Regulatory Environment:** the ability to understand and influence the range of forces that impact the operation of the public education system.

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Each domain has been further defined by key behaviors requiring knowledge, personal development, and the acquisition of skills such as visioning, planning, facilitating, communicating, implementing, delegating, monitoring, problem solving, and evaluating.

The model on the next page depicts the continuum of learning opportunities provided by the Department of Educational Leadership/Administration. The faculty identified eight key domains of knowledge and nine basic skills required for leadership in today's schools. It is acknowledged that students enter the master's degree or modified program in educational leadership with varying levels of knowledge and skill. It is the purpose of the educational leadership program to determine some indication of each student's competency in order to individualize and to maximize the learning opportunities within a program of studies. The program of studies is standardized via the rules and regulations of the State Board of Education in Florida (SBER 6A - 4). However, the knowledge and skills gained in each course is a function of the motivation of each individual student and the instructor for each course.

Using the model of the FSU conceptual framework, the faculty has placed an emphasis on the acquisition of knowledge at the master's and modified program of studies levels. However, the faculty is encouraging the enhancement and development of specified skills at these levels. As a student progresses in degree programs and learning experiences through the university, this relationship fluctuates. For the Specialist's Degree and the Academy in educational leadership, the emphasis is balanced between knowledge and skills. If a student progresses to the doctoral degree program, the emphasis is placed on knowledge with skill development in research and professional writing. It is the desire of the faculty to offer multiple and varied opportunities for assessment of knowledge and skills as a student progresses through a degree program.

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A description that depicts the relationship between the leadership domains and the various degree programs follows:

Key Concept: The program is established on the knowledge and skill base of what students should know and be able to do as a result of completing a program of study for a graduate degree in educational leadership.

Domains of Knowledge: The faculty has researched and determined eight domains of knowledge that are important to success as a leader in schools in the twenty-first century. The eight domains are indicated in blue on the model and are: Transformational Leadership, Curriculum, Instruction & Student Assessment, Site-Based Management, Human Resources, Student Services, Technology, Parent & Community Relations and the Political and Regulatory Environment.

Skill Development: Within and across the knowledge domains, the faculty endorses certain skills as key to leadership effectiveness in schools. and school systems. the skills are noted to follow on the model and are: Visioning, Planning, Facilitating, Communicating, Team Building, Problem Solving, Implementing, Monitoring, Delegating, and Evaluating.

Key Concept: Students enter the program with varying levels of knowledge and skill based on each individual student's background, previous education and related leadership experiences.

It is incumbent upon the faculty to assist the student in determining entry-level knowledge and to develop a leadership development plan that encompasses a program of study at the appropriate degree level. A self-assessment along with other assessment tools are used to assist the student in formulating a dynamic leadership development plan upon entrance into the program. Students are offered multiple opportunities to update the assessment as they progress through the program.

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Key Concept: The complexity of today's school and school systems require continued learning opportunities for school leaders.

Florida State University offers advanced degrees as well as a leadership academy to expand the knowledge and skill base for leading an effective school. The continuum includes an undergraduate course for teachers as an entry level course for graduating seniors in the College of Education and concludes with doctorate degrees in Educational Leadership.

Key Concept: The emphasis on knowledge and skill varies according to the degree program sought by the student.

For the master's degree, an emphasis is placed on acquiring a knowledge base to be successful as an entry level administrator in a school or school system. Students are expected to acquire a basic level of skill through structured learning activities and through experiential learning opportunities in graduate classes. As the student progresses to the leadership academy and to the specialist degree, the knowledge domains remain the core with additional attention to the development of skills needed in practice. At the doctoral level, the student returns to an emphasis on knowledge while developing key skills in the production of a dissertation.

Key Concept: The exit from a program is performance-based.

Each program of study culminates with a performance-based or demonstration of competency. For the master's degree the student has the option of writing a thesis or constructing a portfolio. In the leadership academy and at the specialist's degree level, students will demonstrate competency through an action research project that is oriented to student achievement. For the specialist's degree, students may develop a thesis in lieu of the portfolio. For the doctoral degree, students demonstrate competency through the development and defense of a dissertation.

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AN ALIGNMENT OF CURRICULUM

A shift from a focus on individual courses in educational leadership to a focus on knowledge, skills, attitudes and abilities needed for success as a leader requires an alignment of curriculum offerings in the department. The faculty began in the spring of 1998 with an initial review of the domains and indicators for coverage in each of the course offerings. A matrix was developed that reflected a primary emphasis in a course for the indicator and a secondary emphasis in the course. From this initial review, the faculty took an in-depth look at courses and selected 10 to 15 indicators for emphasis in each course at the master's degree. The redesign of the master's degree program in educational leadership led to a recommended sequence of certain courses. A flowchart follows that outlines the recommended sequence of courses.

The curriculum for the master's degree is determined in large measure by state legislation. The choice of what one learns in a course or a series of mandated courses is up to each student. The faculty agreed that it was important for each student to plan a program of studies based on individual needs, backgrounds and experiences. Therefore, the initial course recommended for all new students is Introduction to Educational Leadership. In this course, the student begins to identify talents, skills, knowledge and interests in becoming a school leader. Using the competency-based assessment, along with other assessment experiences, provides a rich database for program planning between the student and the major professor. The courses in the program of studies recommended for inclusion toward the end of a student's program are Curriculum Innovations, Decision-Oriented Research, and Applications of Leadership Theory. These courses draw upon the knowledge and skills gained in each of the core courses such as law, technology, personnel, finance, leadership, community relations and curriculum.

Master's Degree in Educational Leadership

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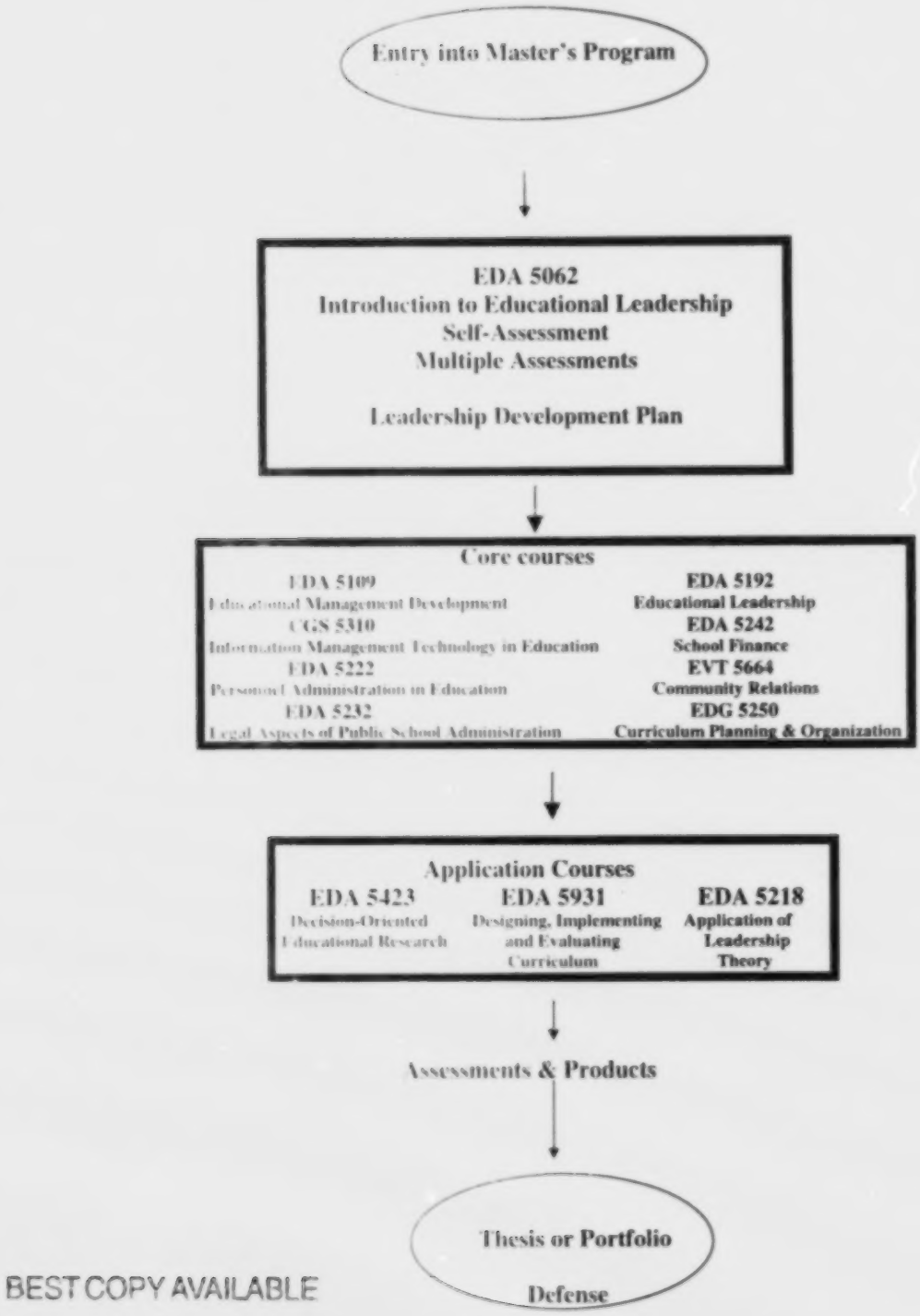
Flowchart



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At the culmination of the graduate program in educational leadership, each student has two options to demonstrate proficiency in the knowledge, skills, attitudes and abilities identified as necessary for success in an entry level leadership position in a school district. Option one includes a traditional thesis and is guided by the major professor and the university's guidelines on the writing of thesis and dissertations. Option two is the submission of an electronic portfolio.

A PERFORMANCE PORTFOLIO

The electronic portfolio is developed over the entire program of studies. The portfolio contains six major sections: Personal Page, Leadership Development Plan, Visions of Excellence, Evidence of Competency and Connections, Simulation of Performance and Other Items. The student begins the portfolio development in the initial course, Introduction to Educational Leadership, EDA 5062. In this course, the personal page is developed along with an initial Leadership Development Plan. Both of these sections of the portfolio can be expanded and modified as the student progresses through the program. The Visions of Excellence are developed in a variety of courses. A student's personal vision portion is initiated in Educational Management and Development, EDA 5109. The key beliefs about students and learning are fostered in Curriculum Principles. The descriptor of effective teachers is addressed in Personnel Administration. The image of an effective school is developed in a second curriculum course. The evidence of competency includes products submitted for completion of any course in the program of study especially from the applications courses, **EDA 5218, Application of Leadership Theories, EDA 5931, Design, Implementation and Evaluation of Curriculum; and EDA 5423, Decision Oriented Educational Research**. The student submits an abstract of the document and synthesizes the connections between courses in Section IV, Evidence of Competency and Connections. The Simulation of Performance is practiced in Decision-Oriented Educational Research. The sixth section includes other items the student wishes to include such as a journal or other experiences gained during the program of studies. Each section is outlined in more detail as follows.

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Master's Degree Portfolio Contents ©

I. Personal Page
A. Vi
B. Re
II. Leadership Development Plan and Reflection
The student compiles a synthesis of the self-assessment at the beginning of the program. As a result of the initial self-assessment, the student develops a Leadership Development Plan to include a program of study with specific goals and objectives. The synthesis at the end of the master degree program includes a reflection of the ways in which the student has learned and developed as a leader and the extent to which the leadership development plan was accomplished.
III. Visions of Excellence
The student develops a statement that expresses a vision of education to include each of the following:
A. Comprehensive personal vision that includes personal values of working with and being perceived by others.
B. Beliefs about the development of students, how the students learn, and the role of the leader in promoting student learning and monitoring student progress.
C. Vision of effective teachers with key beliefs about how to employ, develop, support and retain such teachers.
D. Vision of what a school should be in terms of a community, the climate, the curriculum, types of student assessment, the physical environment, and the communication within the school.
IV. Evidence of Competency and Connections
The student selects artifacts to demonstrate his/her personal best from the courses taken during the program of study. The student may include documentation of the ability to make an organizational presentation, lead a small group, manage conflict, construct a school budget, access technology and utilize knowledge in personnel and law. Evidence may include abstracts [not to exceed one page] of written products developed in courses. The student should explain significant connections between and among courses taken in the program of studies.
V. Simulation of Performance
The student analyzes data given regarding a school at the level of specialization. The student develops the following strategic plan:
A. Identify the strengths and weaknesses of the school.
B. Design a plan of action to make improvements and include an evaluation component.
C. Support the plan with research.
D. Identify needed resources, both personnel and material.
E. Outline the steps of making change in the school.
F. Identify pitfalls and strategies to overcome.
VI. Other [Students may submit other information to complement the items listed.]

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Competency-Based Assessment

This section contains the competency-based assessment containing the knowledge, skills, attitudes and abilities that have been identified as important for success as a leader. These indicators were developed from a review of the literature in the spring of 1998, a review of the National Policy Board's domains and competencies for leaders, the competencies in the Florida Educational Leadership Examination, and the Florida Principal Competencies as revised in 1994. The indicators are grouped into eight domains and contain a total of 184 indicators.

The competency-based assessment is available on hard copy and electronically. It is suggested that it be given in its entirety in EDA 5062: Introduction to Educational Leadership as one tool to develop an initial leadership development plan. The competency-based assessment may be given to individual faculty members using section(s) that may be appropriate for a course. The instruments may be administered in hard copy or electronically and used by the student to (1) identify strengths and weaknesses, (2) set an objective or objectives for focus in the course, and (3) gain awareness of knowledge and skills needed for success as a leader.

History of Competency-Based Assessment

During the fall of 1998, several faculty members agreed to pilot the competency-based assessment. The purposes of the pilots were to determine if the (1) instructions are clear, (2) the indicators are understood by students, and (3) if there was a spread on the scale. For purposes of the pilots, at least three different scales were used with the same indicators. The results of the pilots:

- A total of 60 students have taken the hard copy of the assessment instrument.
- Each student reported that the instructions were clear.
- Each of the scales produced a spread.
- It is evident that students enroll in courses with some degree of knowledge and experience in some of the indicators.
- Students in one class were able to identify their strengths and weaknesses from the instrument and write a learning goal for a particular course.

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competency-based assessment has been entered on the website for the electronic portfol Students in two courses, EDG 5250 and EDA 5062, have been given the opportunity to acce he website and take the assessment. After completing the assessment, students were able to rive a hard copy of the results for planning purposes and a profile of the mean score for each d n compared to the mean score for all who have taken the assessment. Plans are to provide multi-dimensional profile that will give an individual profile, a composite profile of all student a particular course, and a composite profile of how current leaders in the field respond to the assessment.

last, but not least, benefit to the electronic use of the competency-based assessment is progr accountability. A composite of all students who have taken the competency-based assess at a certain time period can be compared to a composite of the same group of students who tak he assessment at the end of their program of studies. These data combined with the results he Florida Educational Leadership Examination will provide a basis for program review evaluation in the future. A copy of the competency-based assessment is located in the append

Leader ip Development Plan

the early 1990s, Florida State University's Department of Educational Leadership entered a collaborative relationship with the National Association of Secondary School Princip The collaborative effort was funded through a Danforth Foundation grant designed to initiate form by integrating theory and practice into university preparation programs for school leaders e of the changes the Department of Educational Leadership adopted from this relation was the inclusion of a Leadership Development Plan from the National Association of Sec ary School Principals' module on Mentoring and Coaching.

purpose of the Leadership Development Plan is to guide thinking about career and a progra studies to achieve career goals. Research has found that people with a clear vision

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and goals are more likely to achieve results than those without a vision or goals. The Leadership Development Plan is designed to stimulate students' thinking about career goals. The Leadership Development Plan is designed as a starting point in thinking about the future and in particular, about a career in educational leadership. It is a developmental document and should change as one progresses through coursework and experiences.

Adults are influenced in their development by (1) their motivation to change, and (2) their stage of career development. Motivation to change is based on an analysis of where one is juxtaposed against where one wants to be. Some people are constantly searching for new ideas, new ways of doing things, and career moves while others may be satisfied with the way things are in their career. Most people fall somewhere on a continuum of satisfaction/dissatisfaction with a career. Stages of career development are not age related but are relative to other goals and priorities in life. It is important to determine individual preferences and priorities in the various aspects of life in considering a career change.

Autonomy or the freedom to guide one's own learning and time to learn complex tasks are two of the conditions identified for professional growth (Wildman & Niles, 1987). Therefore, the responsibility for career development resides with each individual. The Department of Educational Leadership provides learning opportunities but it is up to each person to seek specific learning and to decide what is of most importance. Each person comes into a program of study with unique knowledge, skills, attitudes and abilities based upon their experiences in life and education. The Leadership Development Plan is designed to help individuals uncover the level of knowledge, skills, attitudes, and abilities in order to profit from a program of study in educational leadership. The goal of the plan is to develop specific goals and objectives to guide learning over the course of the next few years. The Leadership Development Plan encompasses five sections: (1) Data and Information, (2) Priorities and Preferences, (3) Reflection on Assessments, (4) Career Analysis and Goals, and (5) An Action Plan. A description of each component follows.

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Leadership Development Plan Components ©

Part I: Background Information

Professional Background

[Insert a vita that describes educational and work history.]

Personal Interests

1. Identify leisure activities, length of interest, and time spent in each activity.
2. Identify affiliation with groups. Specify the group, the purpose and your involvement.
3. Indicate personal recognition received, the date(s), the type of recognition and the purpose.
4. Share personal commitments and responsibilities.

Part II: Priorities and Preferences

Describe a preferred living environment (location, population density, climate, etc.).

Make a statement relative to willingness to relocate for career advancement.

State the personal responsibilities and interests to maintain as a professional (family, hobbies, civic or community affiliations, etc.).

Describe preferred working environment.

Share primary areas of professional interest and concern (curriculum and instruction, staff development, school and community relations, law, disadvantaged youth, etc.)

Describe enjoyable type of work-related activities in current job.

Describe frustrating work-related activities in current job.

State how these activities relate to becoming an educational leader.

Part III: Reflection on Assessments

Describe learnings from each of the style instruments.

1. Gregoric Guide to Style
2. Myers-Briggs Type Indicator

Identify knowledge, skills and abilities demonstrated in the assessment activities:

1. Leaderless Group Exercise
2. In-basket Exercise
3. Competency-Based Assessment

Analyze all of these activities and knowledge of yourself to identify your strengths in leadership.

Analyze all of these activities and knowledge of yourself to identify areas for development.

Part IV: Career Analysis and Goals

Review and reflect on the information recorded in sections I, II and III. Use this material and other knowledge to complete this section.

Develop a chronology of jobs held. Indicate the reasons for making a career move.

Describe the things you do well in the jobs held.

Identify the things you disliked or felt uncomfortable with in the jobs held.

How have your ambitions and goals changed over the years?

What do you think will happen in the next ten years in your career?

What is your professional goal for the next three to five years?

What areas of knowledge will be required for success?

What skills and abilities are needed for success?

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What additional experiences are needed for success?

Part V An Action Plan

Develop an action plan to reach identified goal(s) for the next three to five years. Specify objectives to obtain the needed knowledge, skills, abilities, experiences and attitudes identified for success in section IV. A format is provided below to guide your work. Incorporate a program of studies into the contract since it is a tool to acquire knowledge and skills. Draft an objective for each course and identify other ways of learning such as tapping the experience of others in the field, doing professional reading, participating in staff development activities, serving on committees and task forces at work and in the community, and by affiliating with professional organizations. Remember that the action plan is an initial step and can be modified and updated as skills are assessed through the program of studies.

An Action Plan

Career Goal:

Course Title & Learning Objectives	**Learning Resources & Strategies**	**Evidence of Accomplishment**	**Criteria & Means of Validating**

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Appendix

Alignment of Course Indicators, Florida Educational Leadership Competencies (FELE), Florida Principal Competencies, and Field Experiences

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COS 5310 Information Management Technology in Education

Indicators	Florida Educational Leadership Competencies (FELE)	Florida Principal Competencies	Field Related Experiences
(1) Develop and implement technology utilization models and design a model consistent with mission/vision goals.	Use of the school technological resources	Commitment to Vision and Mission	Write a Technological Personal History and set goals for improvement.
(2) Encourage the development and implementation of a personal vision (by staff) of utilizing technology to improve programs/student performance.	Determine the appropriate application of technology in the learning process.	Commitment to Vision and Mission	Demonstrate technological competence Research current technology developments.
(4) Actively seek ways to involve all stakeholders in developing a comprehensive technology plan.	Evaluate various types of computer software that are available for assisting in the management of a school and demonstrate an understanding of their proper selection and use.	Facilitation	
(5) Provide opportunities/access to all stakeholders to support the technology plan.		Facilitation	Develop and present a technology plan.
(6) Work with all stakeholders to conduct an ongoing evaluation/refinement of technology plan.	Evaluate various computer hardware components that are appropriate to the management of schools and describe their use.	Critical Thinking	
(7) Direct (or ensure) the continuous assessment of needs related to technology use/integration.		Achievement Orientation	
(8) Provide on-going program development with network support for multiple technologies. Actively seek "best practice" training.		Achievement Orientation	
(9) Provide on-going monitoring of staff growth in technology utilization and provide appropriate formative feedback.		Management Control Organizational Ability	
(10) Ensure that individual growth plans reflect needs related to technology utilization.		Developmental Orientation	
(11) Conduct regular instructional audits to evaluate impact of technology on program/student performance.		Achievement Orientation	
(12) Make appropriate daily use of multiple technologies and frequently demonstrate to others the use of technology as a tool for management, instruction, monitoring, and communication.		Communications	

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EDA 5192 Educational Leadership			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Develop a strategy for personal growth that includes short and long term goals.		Developmental Orientation	
(2) Employ reflective practices to guide past, present and future actions.	Demonstrate knowledge of the need to be " in charge", responsible for what happens.	Developmental Orientation	
(3) Exhibit educational values.	Demonstrate knowledge of the need for a set of values about the school.		
(4) Identify and critique several theories of leadership and their application to the school environment.	Recognize relationships among various sources of information and generate hypotheses based upon this information.	Critical Thinking	Observe a principal in an interaction. Analyze his/her actions by comparing to one or more theories of leadership.
(5) Use effective written, verbal, and nonverbal communication skills in a variety of situations.	Ability to write effectively on a topic.	Communications Written Communication	
(6) Apply appropriate communication strategies.	Recognize situations that require forcefulness and self-confidence in making decisions.	Self Presentation Written Communication Persuasion	Facilitate a small group. Give and receive feedback on leadership skills.
(7) Perceive and act on the needs, concerns, and feelings of others.		Interpersonal Sensitivity	
(8) Make high quality judgments and decisions based on available information.	Search for and gather different kinds of information before arriving at an understanding of an event or problem.	Concept Formation Conceptual Flexibility	
(9) Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.		Commitment to Vision and Mission	Analyze case studies.
(9) Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.		Commitment to Vision and Mission	Analyze case studies.
(10) Manifest a professional code of ethics and values.	Demonstrate knowledge of the need for a set of values about the school.	Commitment to Vision and Mission	
(11) Motivate self and others. Create conditions that focus energy from a group or individuals toward the accomplishment of a goal.	Demonstrate awareness of the need to establish plans to accomplish goals.	Tactical Adaptability	
(12) Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills.		Critical Thinking	
(13) Seek out and interpret relevant data.		Information Search	

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EDA 5222 Personnel Administration in Education			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Select effective personnel.	Understand the role of the principal in selecting instructional and noninstructional personnel. Understand that the purpose of a compensation and reward system is to attract and retain qualified employees.	Critical Thinking	
(2) Implement effective recruiting strategies.		Commitment to Vision and Mission	
(3) Implement effective interviewing and assessment techniques.		Critical Thinking Facilitation	Evaluate a resume, prepare and conduct an interview. Reflect on skills.
(4) Demonstrate effective reference checking.	Demonstrate knowledge of the organization and use of materials found in a personnel file.	Interpersonal Sensitivity	
(5) Orient new personnel to policies, procedures, values, mission and vision of school.	Demonstrate knowledge about activities that make the induction process more meaningful to the new teacher.	Developmental Orientation	Evaluate a human resource policy against five criteria.
(6) Receive and give behavioral feedback.		Developmental Orientation	
(7) Confront ineffective performance.	Understand the procedures for termination of school employees.	Commitment to Vision and Mission Achievement Orientation	Plan and role-play confronting ineffective performance. Reflect on skill development.
(8) Coach personnel for higher levels of performance.		Developmental Orientation	
(9) Provide for and seek opportunities for professional growth for all.	Demonstrate knowledge of a staff development program.	Developmental Orientation	Evaluate a staff development activity.
(10) Establish and utilize a staff evaluation process that reflects implementation of current instructional practices.		Achievement Orientation	
(11) Document performance following district and state procedures and policies.	Demonstrate knowledge of appraisal procedures for school district personnel.	Organizational Ability	Appraise performance, plan a conference.
(12) Ensure that all staff have had the opportunity to understand policies and procedures.		Developmental Orientation	Observe a collective bargaining session and evaluate for type of bargaining.
(13) Handle grievances in a fair and professional manner.		Organizational Sensitivity	Respond to a grievance.
(14) Understand and acknowledges employee rights and responsibilities.	Understand the objective and administration of the collective bargaining process.	Developmental Orientation	
(15) Understand and apply motivation theories.	Demonstrate knowledge of basic theories of human motivation.	Facilitation Tactical Adaptability	

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EDA 5242 School Finance			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principle Competencies**	**Field Experiences**
(1) Utilize and share knowledge of school finance to support instructional programs through council action.	Demonstrate knowledge of, comprehension about, and ability to apply school finance concepts.	Critical Thinking	Interview school leaders about the development of educational policy. Describe situations that illustrate policy-making models. Calculate taxes relative to income growth. Develop a school or district budget. Analyze the primary state- level taxes that support schools in a selected state. Identify the history and trends of one revenue source. Develop recommendations for school finance policies. Utilize spreadsheet skills with computer simulations.
(2) Soundly manage and report the fiscal operations of the school.	Demonstrate knowledge and understanding of public information management.	Organizational Ability	
(3) Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.		Critical Thinking	
(4) Acquire and manage financial and material assets and capital goods and services, allocating resources according to district or school priorities.		Critical Thinking Tactical Adaptability	
(5) Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.		Organizational Ability	
(6) Perform budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.	Demonstrate the ability to analyze the processes of planning, developing, implementing, and evaluating a budget.	Organizational Ability Management Control	
(7) Plan the use of resources to maximize ones own work and the work of others.		Delegation	
(8) Tie budgeting to school goals and objectives.		Commitment to Vision and Mission Critical Thinking	
(9) Comply with applicable regulations governing contracting for goods and services.		Critical Thinking	
(10) Understand cost accounting, auditing, and reporting at the school, district and state levels.	Demonstrate knowledge of the processes of financial accounting, auditing, and reporting.	Critical Thinking	
(11) Understand the revenue sources that generate funds for public education.		Critical Thinking	
(12) Understand the state formula on pupil weighting system for allocating revenues to local districts.	Demonstrate knowledge of Florida's funding plan for public elementary and secondary schools.	Critical Thinking	
(13) Account for all student activity funds.		Organizational Ability Management Control	

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EDA 5232 Legal Aspects of Public School Administration			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Apply knowledge of federal and state constitutional; statutory and regulatory provisions; and judicial decisions governing education.	Demonstrate knowledge of federal constitutional provisions that apply to the public educational system.	Critical Thinking	
(2) Apply knowledge of common law and contractual requirements and procedures in an educational setting.	Demonstrate knowledge of tort and contract liability as related to the operation of Florida public schools.	Critical Thinking	
(3) Understand federal entitlements to special education.		Critical Thinking	Case studies – two to three page scenarios with extended factual situations.
(4) Apply principles of nondiscrimination.		Critical Thinking	
(5) Apply principles of risk management.		Critical Thinking	
(6) Protect the privacy rights of students.		Developmental Orientation Achievement Orientation	
(7) Understand the governance structure of the public education system.	Demonstrate knowledge of federal statutory and regulatory provisions that influence public education. Demonstrate knowledge of state constitutional, statutory, and regulatory provisions governing the Florida public school system.	Organizational Sensitivity Critical Thinking	Case problems – short, one paragraph hypothetical situations based on actual case controversies.
(8) Distinguish the formal power and authority of state and local education system.		Critical Thinking	
(9) Relate district and school level policies to state and federal laws.		Organizational Sensitivity	
(10) Use persuasion and negotiation in managing/resolving conflict.		Impact/Persuasiveness	
(11) Provide a safe, secure, inclusive environment for parents and students.	Demonstrate concern for the image of the school via impressions created by the students and staff, and manage these impressions and public information about the school.	Concern for the School's Reputation	
(12) Establish and utilize a staff evaluation process that reflects implementation of those instructional practices.		Achievement Orientation Developmental Orientation	
(13) Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills.		Critical Thinking	
(14) Manifest a professional code of ethics and values.	Demonstrate knowledge of the need for a set of values about the school.	Commitment to Vision and Mission	

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EDA 5109 Educational Management and Development			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Develop a strategy for personal growth that includes short and long term goals.	Demonstrate knowledge and understanding of the relationship between self-concept and effect communication.		Write a speech on personal leadership beliefs, commitments, and style. Produce a reflective journal on leadership theories and personal insights. Write a description of applications of creative thinking/problem solving strategies. Write a description of the system analysis at current job or in key role. Provide and receive feedback in class activities.
(2) Employ reflective practices to guide past, present and future actions.			
(3)*Understand and create conditions that motivate staff/students and aims to achieve the school's vision.	Demonstrate knowledge of basic theories of human motivation.	Commitment to Vision and Mission	
(4) Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills.	Demonstrate an awareness of the effects of one's behavior and decisions on other people and groups inside and outside of the organization.	Critical Thinking	
(5) Facilitate and interact with a group or individuals to accomplish a task.		Facilitation	
(6) Utilize stress management and conflict management techniques.		Interpersonal Sensitivity	
(7) Initiate, manage, and evaluate the change process.	Identify basic concepts of the change process.	Tactical Adaptability	
(8)*Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.	Demonstrate an awareness of the need to delegate authority and responsibility clearly and appropriately to accomplish organizational goals.	Commitment to Vision and Mission	
(9)*Promote school transformation as an on-going process.		Commitment to Vision and Mission	
(10)*Show extensive evidence of relationship of program improvement to vision through professional development activities and structure for teacher feedback.	Demonstrate an awareness of the importance of receiving adequate and timely feedback for monitoring the progress and work of others.	Commitment to Vision and Mission	
(11)*Sustain long-range strategic planning process beyond the required.	Demonstrate knowledge of the components, stages, and appropriate applications of macro and micro planning systems.	Achievement Orientation	
(12)* Support variety of team structures to promote collaborative planning coaching (families).		Facilitation	
(13)*Involve all stakeholders in decision-making process.	Recognize the importance of external influences that impact upon the school.	Facilitation	
(14)*Develop teambuilding skills.		Facilitation	

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EDA 5218 Application of Leadership Theory			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Use a systems approach.	Demonstrate an awareness of the effects of one's behavior and decisions on people and groups of the organization.	Commitment to Vision and Mission	Videotape dyadic role-plays – motivate others on an assignment, or hold a confrontational meeting with a parent, teacher, or student. Videotape small group role-plays – solve problems, motivate a group, manage conflict situations. Produce a developmental portfolio with descriptions and reflections of the role-plays.
(2) Analyze data to assist team to identify problems and set goals.		Information Search and Analysis	
(3) Collect and make data available.	Demonstrate the knowledge of the need to search for and gather different kinds of information before arriving at an understanding of an event or problem.	Information Search and Analysis	
(4) Identify additional resources to support major initiatives.		Information Search and Analysis	
(5) Initiate experimentation, multiple approaches, and risk-taking.		Tactical Adaptability	
(6) Ensure that all activities are related to goals.	Demonstrate an awareness of the need to establish plans to accomplish goals.	Management Control	
(7) Ensure that planning is complete.		Organizational Ability	
(8) Pursue varied communication opportunities.	Demonstrate knowledge of effective communication strategies.	Communications	
(9) Consistently apply a well-defined program assessment.		Achievement Orientation	
(10) Continuously monitor to ensure equity for diverse cultures/populations.		Management Control Organizational Ability	
(11) Develop and implement strategies for systematically monitoring of school restructuring activities.		Management Control Organizational Ability	
(12) See that timelines are met.		Organizational Ability	
(13) Promote and help design professional development and participate in activities.		Developmental Orientation	
(14) Support variety of team structures to promote collaborative planning coaching (families).		Facilitation	
(15) Identify, implement, and modify multiple strategies with staff that resist change.		Tactical Adaptability	
(16) Utilize multiple strategies to involve all stakeholders in reform.	Demonstrate an awareness of the need to delegate authority and responsibility clearly and appropriately to accomplish organizational goals.	Tactical Adaptability	
(17) Support activities and be a vocal proponent to align curriculum as a priority for restructuring.		Continuous Improvement	
(18) Advocate site-based decision making.		Continuous Improvement	
(19) Clearly communicate progress to all parents through multiple strategies and set high expectations for faculty communication.	Demonstrate knowledge and understanding of public information management.	Communications	
(20) Create a safe environment for teaching and learning.	Demonstrate concern for the image of the school.	Concern for the School's Reputation	

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EDA 5062 Introduction to Leadership Development			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Develop a strategy for personal growth that includes short and long term goals.	Demonstrate knowledge and understanding of the relationship between self-concept and effect communication.	Developmental Orientation	Design a Leadership Development Plan.
(2) Employ reflective practices to guide past, present, and future actions.		Developmental Orientation	Write a reflective journal.
(3)*Identify own leadership strengths and weaknesses.		Critical Thinking Information Search and Analysis	Meet with mentor/leader and document meetings. Complete assessments – Myers-Briggs, Gregorc, Diversity Awareness Profile.
(4) Identify and critique theories of leadership and their application to the school environment.	Demonstrate knowledge of basic leadership theories.	Critical Thinking Concept Formation	Analyze leadership development models.
(5) Demonstrate effective written, verbal, and nonverbal communication skills in a variety of situations.	Demonstrate knowledge of effective communication strategies.	Communications Written communication	
(6)*Apply appropriate communication strategies.	Recognize situations that require forcefulness and self-confidence in making decisions.	Communications Self Presentation, Persuasion, Written Communication	Interview an educational leader.
(7) Perceive and act on the needs, concerns, and feelings of others.	Demonstrate knowledge and understanding of the relationship between interpersonal influences and effective communication.	Interpersonal Sensitivity	
(8) Make high quality judgments and decisions based on available information.	Demonstrate the ability to recognize relationships among various sources of information and generate hypotheses based upon this information.	Concept Formation and Flexibility	
(9) Discuss teambuilding relative to leadership.		Facilitation, Managing Interaction	Participate in a leaderless group activity.
(10)*Facilitate and interact with a group to accomplish a task.		Facilitation, Managing Interaction	
(11) Exhibit sound educational values.	Demonstrate knowledge of the need for a set of values about the school.	Commitment to Vision and Mission	Reflect on personal best in leadership.

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EDA 5250 Basic Concepts in Curriculum Planning and Organization			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Define curriculum and knowledge of principles of curriculum development.	Demonstrate knowledge of the principles of curriculum development.	Critical Thinking	
(2) Understand viewpoints of authorities in the field.		Critical Thinking	Research and report on current issues and trends in curriculum development.
(3) Develop a historical perspective of developments in curriculum.		Critical Thinking	
(4) Identify developmental tasks for students at various age levels.	Demonstrate ability to identify and organize resources to achieve curricular and instructional goals.	Developmental Orientation	Read and respond to articles on particular developments in curriculum.
(5) Is articulate regarding state standards and the state's model for curriculum, instruction, and student assessment.		Critical Thinking Commitment to Vision and Mission	Critique curriculum resources.
(6) Demonstrate professional knowledge in current topics such as learning styles, brain-based learning, team teaching, cooperative learning, integrated teaching, grouping strategies, learning theories, global economics, at-risk students, and alternative assessments.	Demonstrate knowledge of the most prevalent concepts of schooling.	Critical Thinking	
(7) Identify what students must know and be able to do.	Demonstrate the ability to determine school needs and to use principles of implementing and evaluating curricular and instructional innovations.	Critical Thinking	

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EDA 5931 Designing, Implementing, and Evaluating Curriculum			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Facilitate and participate with stakeholders in the planning process.	Demonstrate knowledge of the principles of curriculum development.	Facilitation	
(2) Apply knowledge of current research.	Demonstrate knowledge of research on instructional effectiveness.	Critical Thinking	
(3) Guide implementation of an integrated curriculum in all content areas with extensions to the real world.	Demonstrate ability to identify and organize resources to achieve curricular and instructional goals.	Commitment to Vision and Mission	
(4) Monitor the progress of the program.		Management Control	
(5) Work with teachers in developing and implementing appropriate and innovative instructional practices that support student achievement. Utilize professional practices to increase teaching performance.	Demonstrate the ability to employ principles of curriculum implementation by establishing goals and motivating staff.	Developmental Orientation	
(6) Identify the individual needs of students and match instructional practice to needs.	Demonstrate the ability to determine school needs and to use principles of implementing and evaluating curricular and instructional innovations.	Developmental Orientation	
(7) Secure resources to achieve curricular and instructional goals.		Critical Thinking Tactical Adaptability	
(8) Understand and implement guidelines of all support programs and articulate these accurately to stakeholders.		Critical Thinking Communications	
(9) Synthesize data to diagnose school-wide strengths and weaknesses.		Critical Thinking	
(10) Identify alternative assessments and guide classroom or school-wide application.	Demonstrate knowledge of student performance evaluation.	Critical Thinking	
(11) Explain standardized test data and other assessment tools to parents, students, and teachers.		Communications Critical Thinking	
(12) Assure assessment strategies are integrated into the regular classroom.	Demonstrate knowledge of the main components of a performance measurement system.	Achievement Orientation	
(13) Facilitate the implementation of practice assessment and test-taking skills.		Achievement Orientation	
(14) Monitor the integration of technology into the curriculum.	Demonstrate an understanding of the methods and principles of program evaluation.	Management Control	
(15) Design program evaluation.		Achievement Orientation	

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EVT 5664 Community Relations			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Develop knowledge and skill in accessing and acquiring resources.		Information Search and Analysis	
(2) Develop a strategic plan for the school.	Demonstrate knowledge of the components, stages, and appropriate applications of macro and micro planning systems.	Critical Thinking Concept Formation	Develop a strategic plan for a school that includes the vision, mission, values, analysis of strengths and weaknesses, and strategies for accomplishing the goals.
(3) Build business partnerships.	Demonstrate knowledge of group dynamics in managing the productive interaction of school faculty and support personnel.	Facilitation	
(4) Develop a plan of parental involvement.		Facilitation, Managing Interaction	
(5) Design a marketing plan for the school.		Management Control	Present, and facilitate a discussion about, the school budget.
(6) Provide a comprehensive student services program.		Commitment to Vision and Mission	
(7) Build a community of learners including parents.		Achievement Orientation	
(8) Understand the political and social factors impacting the school and its constituents.	Recognize the importance of external influences that impact upon the school.	Facilitation, Managing Interaction Concern for the School's Reputation	Conduct parent/business community survey. Design and track a media announcement (TV, radio, newspaper, etc.) to determine the best time to run an announcement.
(9) Use effective communication strategies with the variety of communities served by the principal.	Demonstrate knowledge and understanding of the relationship between interpersonal influences and effective communication.	Communications Self Presentation, Persuasion, Written Communication	Facilitate a parent conference. Attend and critique a school advisory committee meeting.
(10) Develop a safe learning environment for students and staff.		Management Control	Develop a school safety plan.

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EDA 5423 Decision-Oriented Educational Research			
Indicators	**Florida Educational Leadership Competencies (FELE)**	**Florida Principal Competencies**	**Field Related Experiences**
(1) Relate a systems approach to restructuring efforts.		Organizational Ability	
(2) Maintain involvement in all aspects of planning.	Demonstrate an awareness of the effects of one's behavior and decisions on other people and groups inside and outside of the organization.	Critical Thinking Concept Formation	Conduct research and produce a case study report on applications of total quality management and decision making.
(3) Implement multiple needs assessments with all stakeholders.		Developmental Orientation	
(4) Ensure that all available data are collected and made available to stakeholders.		Communications	
(5) Analyze data to assist team to identify problems and set goals.		Concept Formation and Flexibility	Produce a portfolio of field notes taken during interviews, observations, review of archival materials, etc.
(6) Ensure that all activities are related to goals.	Demonstrate an awareness of the need to establish plans to accomplish goals.	Organizational Ability	
(7) Apply a well-defined program assessment.			
(8) Monitor to ensure equity for diverse cultures/populations.		Interpersonal Sensitivity	Reflect on research experience.
(9) Support a variety of team structures to promote collaborative planning coaching.		Facilitation, Managing Interaction	
(10) Involve all stakeholders in process of site-based decision making.	Demonstrate an awareness of the need to delegate authority and responsibility clearly and appropriately to accomplish organizational goals.	Facilitation, Managing Interaction	
(11) Oversee the selection of needs assessment instruments and processes, the execution of those instruments and processes, and the analysis of the results.		Tactical Adaptability	
(12) Engage technology and other available resources to acquire current research.			
(13) Employ marketing strategies for communicating academic expectations and school mission/vision to all stakeholders.		Tactical Adaptability Commitment to Vision and Mission	

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